DOCUMENT RESUME

ED 208 066 TM 810 845

TITLE Report on the Implementation of the Basic Skills Assessment Program, 1979-80.
INSTITUTION South Carolina State Dept. of Education, Columbia.
PUB DATE Dec 80
NOTE 41p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Achievement Tests; *Basic Skills; Educational Legislation; Elementary Education; Elementary School Mathematics; Reading Skills; *School Readiness Tests; *State Programs; Test Construction; *Testing Programs; Writing Skills
IDENTIFIERS Cognitive Skills Assessment Battery; *South Carolina Basic Skills Assessment Program

ABSTRACT

In compliance with Section 1 of the 1978 Act 631, the following information is reported: (1) the administration of readiness test to all students at the beginning of first grade and (2) the development, field testing, and revision of end of year criterion-referenced tests in Grades 1, 2, 3, 6, and 8. The readiness test was administered statewide to all first grade students in the Fall of 1979. Approximately 60 percent of the students were classified by the readiness test as being "ready" to begin formal first grade instruction, and approximately 38 percent were classified as being "not ready". The local test results provided teachers with information on those areas for which the first grade students needed additional developmental activities. During 1979, pools of test items were developed for the ends of Grades 1, 2, 3, 6, and 8 criterion-referenced tests. The Reading, Writing, and Mathematics Basic Skills Committees reviewed and revised the test item specifications and test items prior to field testing. The results from the field test will be reviewed and revised by the Basic Skills Committee prior to the statewide administration of the Grades 1, 2, 3, 6, and 8 tests. (Author/KH)

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REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM 1979-80

The South Carolina Department of Education
Charlie G. Williams, State Superintendent
December 1980

TM 810 845

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Report on the Implementation of the Basic Skills Assessment Program 1979-80

South Carolina Board of Education
James Green, Chairman

South Carolina Department of Education
Charlie G. Williams, State Superintendent
December, 1980

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REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM, 1979-80

Abstract

The second year implementation schedule included in Act 631 required two major accomplishments during the 1979-80 school year: (1) the administration of the readiness test to all students at the beginning of first grade and (2) the development, field testing, and revision of end of year criterion-referenced tests in Grades 1, 2, 3, 6, and 8. Both activities were completed on schedule.

The readiness test was administered statewide to all first grade students in the Fall of 1979. A total of 48,525 first grade students in 585 schools in South Carolina's 92 districts participated in the testing. Approximately 60 percent of the students were classified by the readiness test as being "ready" to begin formal first grade instruction, and approximately 38 percent were classified as being "not ready". The local test results provided teachers with information on those areas for which the first grade students needed additional developmental activities.

During 1979, pools of test items were developed for the ends of Grades 1, 2, 3, 6, and 8 criterion-referenced tests. The Reading, Writing, and Mathematics Basic Skills Committees composed of South Carolina educators reviewed and revised both the test item specifications and test items prior to field testing. The field test was conducted in 38 schools in 24 South Carolina districts in May, 1980. The results from the field test will also be reviewed and revised by the Basic Skills Committee prior to the statewide administration of the Grades 1, 2 3, 6, and 8 tests which is scheduled for May 4-8, 1981.

The Basic Skills Advisory Commission, created by Act 631, was increased in membership from 15 members to 25 members as a function of Section 33 of Part 2 of the 1979-80 General Appropriations Act. The 25-member commission was actively involved in the processes of the readiness testing and the development, field testing, and revision of the criterion-referenced tests for the end of Grades 1, 2, 3, 6, and 8. The commission was initially chaired by Mr. J. E. Woodward. Upon his resignation, Mr. Wallace Brown, who was previously vice chairperson, became chairperson of the commission. The commission met eight times during the period of October, 1979 to June, 1980. In addition to their regular meetings, commission members participated in several review processes and workshops conducted by the Department. A complete listing of the commission membership for 1979-80 is given in Appendix A.

INTRODUCTION

The purpose of this report is to comply with Section 1(1) of the 1978 Act 631 (Basic Skills Assessment Program) which requires that the State Board of Education, through the State Department of Education, shall "report the results of the program annually to the Governor, the General Assembly, the school districts and to the general public, together with any recommendations of the South Carolina Basic Skills Advisory Commission created pursuant to Section 1A of this Act". Among the provisions of Act 631 are the requirements that the State Board of Education establish educational objectives in the basic skill areas of reading, writing, and mathematics for kindergarten through Grade 12; administer a readiness test to all public school students at the beginning of Grade 1; administer criterion-referenced tests in reading and mathematics at the end of Grades 1, 2, and 3; administer criterion-referenced tests in reading, writing, and mathematics at the end of Grades 6 and 8; and administer a minimum achievement test that will measure adult functional competency at the end of Grade 11. Section 4 of Act 631 includes a specific timetable for the implementation of the program.

The timetable for the Year 1978-79 required the identification of basic skills objectives and the selection of the readiness test to be administered at the beginning of Grade 1. A description of the first year activities and accomplishments are included in the document, Report on the Implementation of the Basic Skills Assessment Program, 1978-79. The second year activities, 1979-80, as specified in the timetable, required (1) the administration of the readiness test to all students in Grade 1 and (2) the test development, field testing, and test revision of criterion-referenced tests in Grades 1,

2, 3, 6, and 8. The remainder of this report summarizes the second year's accomplishments and the activities of the Basic Skills Advisory Commission. In addition to the summarization of the second year activities, Appendix B provides a list with descriptions of the resource materials that have been developed to supplement the Basic Skills Assessment Program.

ACCOMPLISHMENTS DURING 1979-80

As indicated in the preceding section, the second year activities required that the readiness test be administered to all first grade students and criterion-referenced tests based upon the basic skills objectives for Grades 1, 2, 3, 6, and 8 be developed, field-tested, and revised. These second year activities and accomplishments are discussed under the headings "Readiness Testing" and "Test Development - Grades 1, 2, 3, 6, and 8".

Readiness Testing

On June 8, 1979, the State Board of Education adopted the Cognitive Skills Assessment Battery (CSAB) as the readiness test to be administered to all entering public school first graders as part of the Basic Skills Assessment Program in accordance with Section 1(b)(1) of Act 631. On July 13, 1979, the cut-off score of 88 out of 117 points was adopted as the minimum standard on the CSAB in accordance with Section 1(a) of Act 631.

A detailed report on the first year readiness testing and results is provided in Ready or Not which is available from the Department of Education upon request.

Statewide Administration and Training

The Fall, 1979, administration of the CSAB constituted the first statewide assessment conducted under the provisions of the 1978 Act 631 (Basic Skills Assessment Program). Based on the field test results, the CSAB had been revised for use in the statewide administration by the same Kindergarten Committee who had assisted the Department in the objectives identification and test selection process. (Refer to Appendix D for a list of the Kindergarten Committee members.)

To address the need for training, the Educational Assessment Section (Office of Research) assisted by the Curriculum Development and School Services Sections (Office of General Education) utilized five teams to conduct 20 regional workshops during the period of August 13-17, 1979. Workshops were designed for the following participants from each district: one first grade teacher from each school involved in the readiness testing, the principal of each school involved in the readiness testing, the district test coordinator, and three district level staff designated by the district superintendent. To supplement the training, the Department provided each district with a videotape which consisted of three parts: background on the CSAB; actual administration of the CSAB to a child; and discussion of the scoring. Through the use of Department training guides and the videotape, districts provided training to all first grade teachers in the district.

The logistical problems associated with administering an individualized test on a statewide basis were those of most concern to local personnel. With local concerns in mind, the Department was attentive to providing districts with guidelines that could be easily adapted to the special needs of any South Carolina district. The specific dates for testing were left to

the discretion of each district. The first requirement was that testing be completed in each district not later than the end of the first 15 days in which any first graders were in attendance in the district. The second requirement was that the CSAB was to be administered by the child's classroom teacher, that is, the teacher to whom the child would be assigned for the entire 1979-80 school year. The benefit of the one-to-one contact between teacher and child would be lost if someone other than the child's teacher administered the test. The Department provided limited funds for paying substitute teachers to attend to children who were not being tested. Additionally, the Department provided districts with several alternatives for meeting specific needs, including staggered attendance.

All public schools containing first grade classes in South Carolina's 92 districts participated in the Fall, 1979, CSAB readiness assessment. A total of 48,525 first grade children in 585 public schools were administered the CSAB. [Handicapped children were included in testing, unless their Individualized Education Program (IEP) indicated that such testing was inappropriate for the child.]

Statewide Results and Implications

Both total group and subgroup results were reported on the CSAB total battery scores for all students tested. The results were reported in terms of percentages of students classified as:

1. "ready", scored 88 or above; or
2. "not ready", scored below 88.

Complete tables of the statewide results are presented in Appendix E of this report. A detailed discussion of the results is provided in the report, Ready or Not.

A summary of key results and their implications follow:

1. Over half (60.2 percent) of South Carolina's first graders were considered "ready" to begin first grade instruction. Less than half (37.7 percent) were considered "not ready".

   Implications: One may think initially, "Shouldn't we try to get 100 percent of South Carolina's children "ready" by the time of entry into first grade?". To attempt such a goal would be to ignore individual differences in learning rates. A particular child may not be "ready" to learn a certain concept until after beginning first grade. As districts incorporate the State Kindergarten Objectives in their early childhood and kindergarten programs and as a larger proportion of the State's kindergarten eligibles are enrolled, perhaps the State may realize some increase in the precentages classified as "ready". However, achieving 100 percent is both unrealistic and unobtainable from a developmental perspective.

2. The results indicate that 61.9 percent of the students attending public kindergarten, 79.2 percent of the students attending private kindergarten, and 39.2 percent of the students attending Head Start programs as five-year olds were classified as "ready".

   Implications: Whether or not a child goes to kindergarten, public or private, does seem to have some relationship to readiness. Therefore, the public and private kindergarten results suggest that a concentrated effort at the State, district, and school levels to enroll children in kindergarten programs would be a worthwhile endeavor.

3. The results indicated that 71.1 percent of the students not on any lunch program, 61.8 percent on reduced-price lunch programs, and 42.6 percent on free lunch programs were classified as "ready".

   Implications: If lunch program is viewed as a socio-economic indicator, the results indicate that there may be a socio-economic factor embedded in the results. The focus of the explanation for this variable, however, should probably be on the type of background implied for the child by this variable rather than on the financial aspect. A variety of situations may exist for children on free lunch programs such as single parent homes, lack of prenatal care, undernourishment, and inadequate exposure to materials and activities that contribute to readiness development. Although the financial aspect does contribute to explaining the observed difference, any one or any combination of these situations or related situations may be the actual causal factors.

4. The results indicated that 60.5 percent of the non-repeaters and 56.7 percent of the repeaters were "ready".

   Implications: What is of interest for instructional planning is not the percentages for non-repeaters but the percentages for repeaters. For the subgroup of children (1,865) who had had a full-year of first grade experience, approximately 38 percent were still considered as "not ready" for first grade work in Fall of 1979. Typically, a child who was a repeater was

probably "not ready" for first grade the prior year. Such a child may not have the necessary foundation either because the child was not exposed to the necessary developmental activities or perhaps because the child was not exposed to such types of activities for a long enough period of time. Educators should make a special effort in their future instructional planning to be attentive to the individual learning needs of such children.

Follow-Up

Two major activities were coordinated by the Department as follow-ups to the Fall, 1979, CSAB administration. First, each of 585 schools was given the opportunity to share with the Department problems experienced with the testing and suggestions for improving future administrations. The Department received 283 questionnaires from which several problem areas emerged. These included:

1. difficulty in using two separate manuals, the test easel, and the administration manual simultaneously and
2. subjectivity of scoring on particular test questions.

The Department has taken action to resolve these and other problems. (Refer to Ready or Not for a more detailed explanation.)

The second major activity consisted of a survey of districts having 50 percent or more first graders classified as "not ready" based on the Fall, 1979, administration. During April and May of 1980, the Department conducted a survey of 98 kindergarten teachers whose classes encompassed 4,943 students and 187 first grade teachers whose classes encompassed 4,687 students. Based on the survey findings, the following recommendations were made.

1. School districts should assess materials currently available in kindergarten and first grade classrooms in terms of quantity and appropriateness for the program and age group.
2. School districts should be certain that all teachers have copies of the State Objectives, Reading, Writing, and Mathematics, Grades K-12.

(For the actual questionnaire and detailed descriptions of the results, refer to Ready or Not.)

Test Development - Grades 1, 2, 3, 6, and 8

Since the Basic Skills legislation requires that the Department maintain security on all basic skills tests as specified in Section 1(i) of Act 631, the Department decided to develop and field-test pools of test items for each basic skills objective rather than develop and field-test a single test. The development of pools of test items for each Reading, Writing, and Mathematics objective would permit the creation of several alternate tests of equivalent difficulty. This procedure permits the use of different tests each year, and, consequently, reduces any problem associated with the possible loss of security on any one of the tests.

Given the magnitude of the work involved in the test development effort, the Department decided to develop a Request for Proposals (RFP) to acquire assistance from a test development contractor. Via the competitive bidding process, Instructional Objectives Exchange (IOX), the contractor that had assisted the Department in the Identification of the Grades 1-12 Objectives during the previous year, 1978-79, was selected as the test development contractor.

The first step in the test development process was the creation of a "Framework" for the Development of the Grades 1, 2, 3, 6, and 8 test items. The "Framework" was developed by IOX and submitted to the Department for approval. The "Framework" addressed the manner in which various issues such as cultural bias and reading level were to be dealt with during the test development process.

Upon approval of the "Framework" by the Department, IOX began developing the preliminary test item specifications or the blue prints from which the test items would be created. The preliminary test item specifications were based on the previously identified Basic Skills Reading, Writing, and Mathematics Objectives within the constraints imposed by the "Framework". Basically, the specifications clearly defined the content that was appropriate for inclusion on the test and such things as the appropriate reading level, the skills and subskills to be assessed, the maximum length of reading passages, and acceptable item types.

Once completed, the preliminary test item specifications were submitted to Department staff and the Basic Skills Reading, Writing, and Mathematics Committees, composed of South Carolina educators, for review and revision. Department staff and the Basic Skills Committees reviewed and revised the preliminary test item specifications in October of 1979. (Refer to Appendix C for a copy of the Basic Skills Reading, Writing, and Mathematics Committee members.)

One major change occurred during the committee reviews. The Writing Committee decided that the writing tests for Grades 6 and 8 should consist of student generated writing samples. Thus, writing prompts rather than multiple-choice test items were developed for the assessment of writing skills.

Based upon Department and committee input, the preliminary test item specifications were revised; and the preliminary test items for the five grades were developed. These preliminary test items were submitted to Department staff and the Basic Skills Committees for review and revision. Based upon the input of these two groups, the test items were finalized and field tested on a representative sample of South Carolina students. The field test sample consisted of students located in 38 schools in 24 districts across the State. The field test served to identify faulty test items and to provide indices of item difficulty. The data from the field test were analyzed and reviewed by Department staff and the Basic Skills Committees for the purpose of eliminating and revising faulty items and constructing alternate forms of the various tests.

The first statewide administration of the end of Grades 1, 2, 3, 6, and 8 criterion-referenced tests is currently scheduled for the week of May 4-8, 1981.

BASIC SKILLS ADVISORY COMMISSION

Activities

The Basic Skills Advisory Commission, created by Act 631, was increased in membership from 15 members to 25 members as a function of Section 33 of Part 2 of the 1979-80 General Appropriations Act. The 25-member commission was actively involved in the processes of the readiness testing and the development, field testing, and revision of the criterion-referenced tests for the end of Grades 1, 2, 3, 6, and 8. The commission was initially chaired by Mr. J. E. Woodward. Upon his resignation, Mr. Wallace Brown, who was previously vice chairperson, became chairperson of the commission. The

commission met eight times during the period of October, 1979, to June, 1980. In addition to their regular meetings, commission members participated in several review processes and workshops conducted by the Department. A complete listing of the commission membership for 1979-80 is given in Appendix A.

Following the Fall, 1979, administration of the readiness test, the commission was actively involved in seeking information about various early childhood education programs and in discussing implications of the readiness test results. Representatives of Headstart, the Department of Health and Environmental Control, and the Department of Social Services met with the commission and Department of Education staff for the purpose of discussing their programs and identifying areas for cooperation and coordination between their programs and the Basic Skills Assessment Program. Additionally, representatives of several school districts accepted invitations to meet with the commission to discuss ways in which the test results were being utilized to meet the needs of students identified as "not ready".

Recommendations

Section 1(1) of 1978 Act 631 requires that the annual report of the State Board of Education include any recommendations of the Basic Skills Advisory Commission. Pursuant to that requirement, the following proposals for modification in the language of 1978 Act 631 are recommended by the Advisory Commission.

RECOMMENDATIONS FOR PROPOSED CHANGES IN THE LEGISLATION

The following amendments to the legislation are recommended. Accompanying each proposed amendment is the rationale for suggesting the change.

Section 1(a) -- Amend to read as follows: "Establish statewide educational objectives in the basic skills for kindergarten through grade 12 and establish minimum standards of student achievement for readiness and Grades 1, 2, 3, 6, 8, and 11. The term "basic skills" shall include mathematics and the communication skills of reading and writing. The minimum standards for readiness and Grades 1, 2, 3, 6, 8, and 11 shall be designed to reflect the level of skill mastery, as determined by the State Board of Education, each student is expected to have attained at the various grades".

Rationale -- In its present form, this section of the legislation requires setting minimum standards for each of the grades K-12. Other sections of the legislation require the administration of a readiness test and testing at the end of grades 1, 2, 3, 6, 8, and 11. Since measurement of the objectives does not occur at other grades, it does not appear possible to set student performance standards for those grades. Even if standards could be set, they would have little or no meaning since data on student performance would not be available.

Section 1(e) -- Amend to read as follows:

"Develop or select, and field test, tests that will measure student achievement in the basic skills areas of reading, writing, and mathematics at the end of grade 11, some of the test items shall require the application of school skills to life situations. The field test shall be conducted for the purpose of establishing the reliability and validity of the test."

Rationale -- In its present form Act 631 requires the development or selection and field testing of a test of "adult functional competency" to be administered at the end of Grade 11. The Department of Education considers this requirement to have 3 major problems associated with it: 1) the identification of the skills and subskills that are necessary to function competently as an adult and translating these into test items; 2) assuming that the skills and subskills mentioned in item 1 could be identified, it would be necessary to ensure that those skills and subskills are indeed reflected in the instruction provided to all students, i.e., the test must have instructional validity; 3) if a test is labeled a test of "adult functional competency", students who do not achieve the minimum standards that are set are likely to be branded as functionally incompetent. Such labeling of students is neither desirable nor defensible. The use of a test of "basic skills" would simplify the process of identification of the skills and subskills and eliminate the possibility of students being branded as incompetent. Additionally, the State would be in a much more defensible position in ensuring the instructional validity of a basic skills test.

Section 1(f) -- Amend to read as follows:

"Beginning in the school year 1981-82, administer the test specified in item (e) of this section to all students in grade 11 for the purpose of collecting baseline data. The Department of Education shall use the baseline data for the purpose of program assessment and shall provide assistance to those schools or districts in which the data indicates that program adjustment or modification is most needed as indicated by inordinate numbers of students being unable to achieve the minimum standards which are set."

Rationale -- The proposed wording would delete the following language. "The State Board of Education shall use the baseline data for the purpose of determinig the high school credentials to be awarded students not meeting the minimum achievement scores." In considering Act 631 prior to its passage, the Senate deleted a section which would have established a passing score on the 11th grade test as an additional criterion for awarding a state high school diploma. Apparently, the related language in Section 1(f) was overlooked at the time the amendment was made. Amending the section as suggested above, would make it consistent with what appears to be the intent of the General Assembly.

Section 1(n) -- Amend to read as follows:

"Provide school districts with information concerning basic instructional programs which have been demonstrated to be effective in developing readiness skills or in the teaching of reading, writing, and mathematics. The Department of Education shall encourage school districts to adopt programs that are determined to be appropriate to the needs of their students."

Rationale -- Through a federally funded program in which South Carolina participates, information is available concerning instructional programs which have been field-tested and validated in other states. The proposed change would make information of this type available to school districts and, at the same time, eliminate the necessity for additional expenditures of state funds for field testing programs for which effectiveness has already been demonstrated.

Section 2(b) -- Amend to read as follows:

"Adopt appropriate policies to ensure that a continuous assessment is made of an individual student's progress in relation to the statewide minimum standards of student achievement for readiness and grades 1, 2, 3, 6, 8, and 11."

Rationale -- The change would make this section consistent with the proposed changes in Section 1(a).

Section 3 -- Amend to read as follows:

"All handicapped students as defined by federal and state statutes and regulations will be included in the assessment program unless the student's individual educational plan (IEP) as required by P.L. 94-142 indicates that such assessment would be inappropriate. The inclusion or exclusion of handicapped students shall be on a case by case basis as determined by the child's IEP. In preparing IEP's for handicapped students school districts shall specifically address the appropriateness of a child's participating in the assessment program as required by this Act."

Rationale -- The literature related to handicapped students and testing programs indicates that the most defensible approach to determning whether students should participate is the use of each child's IEP. Further, the literature suggests that the IEP should specifically address the appropriateness of the child's participation in a required testing program. The changes are also recommended because Section 3 of Act 631 seems to imply that the 11th grade test is an additional requirement for a high school diploma. This inference is obtained from the following language. "The Board may also develop a special diploma to be awarded to students who are handicapped and who therefore should be evaluated against separate standards."

Section 4 -- Amend by deleting references to field-testing instructional programs, i.e., items 1980-81 (c); 1981-82 (c); 1982-83 (b); 1983-84 (b); and 1984-85.

Rationale -- The changes would make this section consistent with the proposed change in Section 1(n).

Section 7 -- Amend to read as follows:

"The parents or guardian of any student who does not meet the minimum standards set for any test prescribed in this act shall be notified in writing by the school and such notice shall be filed in the scholastic records of the student concerned".

Rationale -- The change would make this section consistent with the proposed changes in sections 1(a) and 2(b).

Appendix A

Membership of the
Basic Skills Advisory Commission

BASIC SKILLS ADVISORY COMMISSION

GOVERNOR'S APPOINTEES

Congressional District I

Mrs. Esther Pickering, 1217 Ravenel Drive, Charleston, S. C. 29407

Congressional District II

Ms. Joy Sovde, 1017 Daly Street, Columbia, S. C. 29205

Congressional District III

Ms. Libby Brinkley, 324-C Laurens Street, Aiken, S. C. 29801

Congressional District IV

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Congressional District V

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Congressional District VI

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Member-at-Large

Dr. Noble Cooper, 2212 Pinehurst Road, Columbia, S. C. 29204

STATE SUPERINTENDENT'S APPOINTEES

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Congressional District II

Mrs. Ethel Finley, Carver Elementary School, 2100 Waverly Street, Columbia, S. C. 29204

Congressional District III

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Congressional District IV

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Congressional District V

Mrs. Barbara Joan Stevenson, Fort Mill Elementary School, Box 663, Fort Mill, S. C. 29715

Congressional District VI

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The Honorable David Taylor, Box 46, Laurens, S. C. 29360

SPEAKER OF THE HOUSE APPOINTEES

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Mrs. Mary McDonald Harper, P. O. Box 457, Estill, S. C. 29918

Mr. M. Hayes Mizell, 1338 Main Street, Suite 501, Columbia, S. C. 29201

Dr. Willis Crosby, P. O. Box 1273, Greenville, S. C. 29602

NOTE: Two vacancies now exist due to the resignations of Mr. J. E. Woodward and Mr. George Sineath.

Appendix B

Basic Skills Resource Materials

RESOURCE MATERIALS

Videotapes

1. Ready, Set, Go: Training for Cognitive Skills Assessment Battery*.

   This is a video-cassette tape that offers recommended administration and scoring procedures for the first grade readiness test.

2. "Let's Get Started: First Grade Readiness Activities".*

   This is a video-cassette tape of a first grade teacher's classroom management techniques that insures appropriate attention to student deficiencies. The tape also includes segments showing students engaged in developmental activities, each of which addresses a specifically identified readiness skill.

*For the availability of ITV tapes, consult ITV and Radio Staff Development Resources and Schedules for the current year or contact the appropriate consultant in the Curriculum Section of the State Department of Education.

Current Publications

1. Learning Through Play: A Guide for Parents of 3-, 4-, or 5-Year Olds, South Carolina Department of Education, 1980.

   This publication contains developmental activities keyed to the 18 State Kindergarten Objectives. The activities were designed specifically for the parents of 3-, 4-, or 5-year olds and can easily be done at home.

2. Ready or Not: A Report on the 1979 Statewide Readiness Test Administration and Results, Educational Assessment Section, Office of Research, South Carolina Department of Education, September, 1980.

   This publication presents the interpretive information along with the first year results of the 1979 Statewide Readiness Test Administration. Information on instructional implications and local reactions to the first year administration are also included.

3. Report on the Implementation of the Basic Skills Assessment Program, 1978-79, South Carolina Department of Education, December, 1979.

   This publication is a report to the legislature on the progress the Department is making in its effort to comply with the Basic Skills Assessment Program Legislation.

Current Publications (continued)

4. State Objectives, Reading, Writing, and Mathematics, Grades K-12, South Carolina Department of Education, September, 1979.

   This publication contains a listing of the 18 kindergarten objectives with their accompanying explanations and the 16 Basic Skills Objectives for Reading, Writing, and Mathematics with their accompanying measurement strategies.

5. South Carolina Word List, prepared by Instructional Objectives Exchange for the South Carolina Department of Education, September, 1980.

   This publication contains a by-grade-level listing of words used in developing the Basic Skills Assessment Program Tests in Reading, Writing, and Mathematics.

6. The Rainbow Book for First Grade, Curriculum Development Section, Office of General Education, South Carolina Department of Education, 1980.

   This publication contains developmental activities based on the 18 State Kindergarten Objectives. The activities were written specifically for first grade teachers to use with first graders in bringing them into the formal curriculum as learning and maturity dictate.

Forthcoming Publications

1. A book of activities keyed to the 18 State Kindergarten Objectives for use by kindergarten teachers.

2. A guide for teachers on the relationship between the test development process and instruction, including how the test items were developed for the Basic Skills Assessment Program, sample test items, and instructional considerations.

Appendix C

Membership of the Basic Skills Reading,
Writing, and Mathematics Committees

BASIC SKILLS READING TEST REVIEW COMMITTEE

Ms. Shirley Calmer
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Kay C. Moseley
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Ms. Darlene Martin
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1441 Marshall Avenue
Orangeburg, SC 29115

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Scranton Elementary
Florence School Dist. 3
Scranton, SC 29591

Mrs. Geraldine Kenner
Blaney Elementary
Kershaw County School Dist.
Elgin, SC 29045

Ms. Frances Cochran
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P. O. Box 545
Williamston, SC 29697

Ms. Mary Lou Beaty
Harold C. Johnson Mid. School
York School Dist. 1
400 East Jefferson Street
York, SC 29745

Mrs. Lilias Means
Emerald Junior High
Greenwood School Dist. 50
South Main Street
Greenwood, SC 29646

Mrs. Kirsten G. Dixon
Sumter High School
Sumter School Dist. 17
Council Street
Sumter, SC 29150

Mrs. Jessie Williams
Green Sea-Floyds High
Horry County School Dist.
Route 2
Nichols, SC 29581

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Campbell Street
Camden, SC 29020

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League Middle School
Greenville County School Dist
125 Twin Lake Road
Greenville, SC 29609

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Beaufort County School Dist.
Burton, SC 29002

Mrs. Patricia T. Candal
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Dr. Betty Hodges
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Richland School Dist. 2
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Mrs. Marion C. Mack
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Beaufort County School Dist.
Bluffton, SC 29910

Mrs. Jean Phillips
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Appendix D

Membership of Kindergarten Committee

Kindergarten Objectives and Readiness Test Review and Selection Committee

Ms. Betty Addison
Kindergarten Teacher
Bishopville Primary School
Lee County Schools

Dr. Rosemary Althouse
Instructor
Winthrop College

Ms. Emmie Atkinson (member during 1978-79 only)
Assistant Superintendent for Instruction
Marion School District #1

Ms. Elise Blakeley
First Grade Teacher
Saluda Elementary School
Saluda County Schools

Ms. Katherine Brabham
Kindergarten Teacher
Ebinport Elementary School
York School District #3

Ms. Betty Brunson
Kindergarten Teacher
Forest Hills Elementary School
Colleton County Schools

Ms. Hazel Cadle
First Grade Teacher
East Aiken Elementary School
Aiken School District

Ms. Betti Crosby
Primary Coordinator
Hampton School District #1

Ms. Phyllis Ford
Early Childhood Education Consultant
South Carolina Department of Education

Dr. Martha Jean Heggins
Instructor
South Carolina State College

Ms. Mary Kelly
Reading Consultant
South Carolina Department of Educatior

Ms. Dorothy Lewis
First Grade Teacher
Nevitt Forest Elementary School
Anderson School District #5

Ms. Norma Love
First Grade Teacher
Walhalla Elementary School
Oconee County Schools

Ms. Veter Mack
Kindergarten Teacher
Elloree Elementary School
Orangeburg School District #7

Mr. James T. McKim
Coordinator of Elementary Education
Charleston County Schools

Ms. Sally Mullen
Kindergarten Teacher
L. B. Nelson Elementary School
Richland School District #2

Ms. Carol Pascua
Principal
Andrews Primary School
Georgetown County Schools

Dr. Bill Quesenbery
Director, Research & Evaluation
Charleston County Schools

Ms. Lynette Smith
First Grade Teacher
Cross Elementary School
Berkeley County Schools

Kindergarten Objectives and Readiness Test Review
and Selection Committee (continued)

Dr. Kevin Swick
Associate Professor
College of Education
University of South Carolina

Ms. Wanda Vickery
Kindergarten Teacher
Cades-Hebron Elementary School
Williamsburg County Schools

Note: Staff from the Educational Assessment Section (Dr. Vana H. Meredith, Chief Supervisor; Ms. Lynne Mappus, Dr. John M. Finch, and Mr. Roan Garcia-Quintana, Statisticians; and Mr. Terry Helsley, Ms. Terry Siskind, Mr. Lewie Hartley, and Ms. Pamela Kegley, Education Program Specialists) of the Office of Research (Dr. Paul D. Sandifer, Director) coordinated committee activities and served as measurement consultants.

Appendix E

1979 CSAB Results

12/14/79

COGNITIVE SKILLS ASSESSMENT BATTERY (CSAB): Preliminary Results From Fall 1979 Administration

The Fall 1979 administration of the CSAB constituted the first statewide assessment conducted under the provisions of 1978 Act 631 (Basic Skills Assessment Program). The CSAB was administered for the purpose of identifying those students who are in need of further developmental activities prior to beginning the normal first grade program of instruction.

According to State Board of Education policy adopted on July 13, 1979 any student who receives a score of less than 88 of a possible 117 points (approximately 75%) on the CSAB is considered "not ready" for first grade. The Basic Skills legislation requires that school districts provide appropriate developmental activities for any child so designated.

The following tables present the results of the preliminary analyses of the Fall 1979 data. Classifications of students as "ready" or "not ready" are based on the established minimum score of 88 out of 117 points.

TABLE I

Number and Percentage of Students in Each of the Classifications "Ready", "Not Ready", and "Incomplete Data" by Racial Ethnic Category and for the Total Group

Racial/Ethnic Category	Ready (Number) (Percent)	Not Ready (Number) (Percent)	Incomplete* Data (Number) (Percent)	Total (Number) (Percent)
American Indian	17 31.5	33 61.1	4 7.4	54 0.1
Asian American	171 65.0	79 30.0	13 5.0	263 0.5
Hispanic	63 64.3	30 30.6	5 5.1	98 0.2
Black	9,398 44.7	9,997 47.5	1,652 7.8	21,047 43.4
White	19,492 72.2	6,689 24.8	802 3.0	26,983 55.6
Unknown	47 58.8	23 28.7	10 12.5	80 0.2
TOTALS	29,188 60.2	16,851 34.7	2,486 5.1	48,525 100.0

*NOTE: Students were placed in the "Incomplete Data" category when two conditions occurred simultaneously: 1) responses for one or more test items were not recorded on the answer form and 2) the score obtained from the available data was less than 88. If condition #1 occurred but the obtained score was 88 or more, the student was classified as "Ready".

TABLE II

Number and Percentage of Students in Each of the Classifications "Ready", "Not Ready", and "Incomplete Data" by Type of Educational Program Experienced as a Five-Year Old and for the Total Group

Type of Program	Ready (Number) (Percent)	Not Ready (Number) (Percent)	Incomplete Data (Number) (Percent)	Total (Number) (Percent)
None	1,105 32.6	1,987 58.6	298 8.8	3,390 7.0
Public Kindergarten	22,358 61.9	12,041 33.3	1,748 4.8	36,147 74.7
Private or Non-Profit Kindergarten	3,584 79.2	820 18.1	121 2.7	4,525 9.3
Head Start	638 39.2	853 52.4	136 8.4	1,627 3.4
Other (Nursery Schools, etc.)	499 61.8	275 34.1	33 4.1	807 1.7
Unknown	930 48.7	838 43.9	141 7.4	1,909 3.9
TOTALS	29,114 60.2	16,815 34.7	2,477 5.1	48,406* 100.0

*NOTE: "Total" differs from total in Table I because the data for 119 students were not recorded on the response forms.

TABLE III

Number and Percentage of Students in Each of the Classifications "Ready", "Not Ready", and "Incomplete Data" by Sex, First Grade Repeater or Non-Repeater, Handicapped or Non-Handicapped, and Eligibility for Free/ Reduced-Price Lunch Program

Group	Ready (Number) (Percent)	Not Ready (Number) (Percent)	Incomplete Data (Number) (Percent)	Total* (Number) (Percent)
Female	14,876 64.3	7,168 31.0	1,098 4.7	23,142 47.7
Male	14,286 56.4	9,672 38.1	1,382 5.5	25,340 52.2
Repeaters	2,807 56.7	1,865 37.7	279 5.6	4,951 10.2
Non-Repeaters	26,279 60.5	14,956 34.4	2,195 5.1	43,430 89.8
Handicapped	614 37.7	876 53.8	139 8.5	1,629 3.4
Non-Handicapped	28,485 60.9	15,947 34.1	2,336 5.0	46,768 96.6
Not Eligible for Free/ Reduced Price Lunch	15,564 76.1	4,373 21.4	510 2.5	20,447 42.3
Eligible for Reduced Price Lunch	2,085 61.8	1,122 33.2	169 5.0	3,376 7.0
Eligible for Free Lunch	7,607 42.6	8,798 49.2	1,461 8.2	17,866 36.9

*NOTE: Number and percentage for subgroups may differ from state totals due to incomplete data for some students, e.g. information on eligibility for free/reduced-price lunch program was not available for 6836 students.

TABLE IV

Means, Medians, Modes, Standard Deviations, and Minimum and Maximum Score by Racial/Ethnic Category and for Total Group

Racial/Ethnic Category	Mean	Median	Mode	Standard Deviation	Minimum Obtained Score	Maximum Obtained Score
American Indian	80.0	81	Multi Modal	14.8	37	102
Asian American	90.1	93	Multi Modal	16.5	0	114
Hispanic	89.9	91	Multi Modal	13.5	35	115
Black	83.8	86	88	14.9	5	117
White	92.9	95	98	12.5	0	117
Unknown	86.3	90	91	16.3	37	113
TOTALS	88.9	91	95	14.3	0	117